

## THE ROLE OF DIRECT METHOD IN WRITTEN TEXTS WHILE TRAINING FOREIGN LANGUAGE TEACHERS

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### ABSTRACT

This article discusses the specifics of using the direct method in writing skill while teaching English. Practical experience is important in teaching English to students in Higher education, and the positive aspects of creating a lively communication environment during the course and helping them to engage in live communication are highlighted. The emergence and development of the direct method is also related to the live communication environment, and its effectiveness in implementing it mainly with language speakers has been tested in many experiments. The article analyzes the history, formation and mechanism of direct method in practice.

**Keywords:** method, direct method, writing skill, educational process, speech competencies, stage, natural process, practical experience.

### INTRODUCTION

The history of the methodology of teaching foreign languages has gone through several stages in its development: translation, grammar-translation, mixed, and finally, starting from the 1960s of the XIX century, the direct, or natural method, which has become relatively widespread.

The process of mastering the native language by children is taken as the basis of the direct method, therefore, when teaching adults using the direct method, an absolute exclusion of the students' native language is provided. Each lesson is conducted with an oral lead, while using basically the same means and teaching methods.

Representatives of natural methods consider the goal of teaching a foreign language to be teaching oral speech,

emphasizing, in addition, the need for cultural acquaintance of students with the country of the language being studied. They pay great attention to grammar and especially to phonetics.

## LITERATURE REVIEW AND METHODOLOGY

The basis of language learning is the intuitive assimilation of a connected phrase on the principle of imitation, i.e. language is learned intuitively, through imitation and rote repetition.

The development of the direct method is represented by several stages:

- The direct method of the reform period (1882-1914), the prerogative of whose adherents is the formulation of the correct pronunciation and the teaching of oral speech. The use of the native language is only in extreme cases;
- The direct method of the interwar period (1918-1939), based on the principles of behaviorism and using data from ethnolinguistics;
- the modern period of development of the direct method, synthesizing the achievements of the previous two stages of the development of the direct method.

In general, when building their methodological systems for teaching a language, non-directives tend to follow the “field” descriptive work carried out by linguists of this direction when describing a new language:

- a) firstly, the phonemic contrasts are analyzed;
- b) then syntactic structures are highlighted;
- c) finally, a description of the syntactic organization of the given language is derived on the basis of structural analysis.

Proponents of the modern direct method believe that when teaching foreign languages, mnemonic processes prevail over mental processes, and the learning itself comes down to the acquisition of certain skills that require mechanical repetition (reinforcement).

How the Direct Method works? Let's remember how we learned our native language in childhood. We constantly tried to say the first words, repeating them after the people around us, trying to copy their pronunciation, and then we tried to put sentences out of these words. From the first year of life, we continuously practiced speaking our native language. We believe that the only effective means for learning a language is constant practice in the same language.

We can learn to speak any foreign language: English, German, Spanish by speaking these languages and not speaking about these languages in our native language. This method

worked, works and will work, because we are all fluent in our native language. And this method works similarly when you want to be fluent in English, German, French or any other foreign language.

The Direct Method of teaching English and German uses "speaking" directly as a teaching method. While in other methods "speaking" is still considered the last phase, the completion of the process of learning a foreign language.

Direct Method is divided into four phases of learning:

- listening;
- speaking;
- reading;
- writing.

The main goal is represented by the first two phases, where the greatest attention is paid to spoken language.

## DISCUSSION AND RESULTS

In general, the recommendations of modern Western European adherents of the direct method on the organization of the educational process do not differ significantly from the developments of methodologists of past periods of its development and boil down to the following:

- oral speech is much more important than written;
- phonetics should be given unremitting attention;
- all educational material should be studied on models (grammar in the first place);
- when selecting training exercises at any level, it is necessary to take into account the peculiarities of the native language of students, while the native language should be resorted to in exceptional cases;
- the practical goals of learning a language require multiple repetitions of the material being learned, with the obligatory observance of the structure and situationality characteristic of native speakers of a given language;
- without abandoning the use of visual aids recommended by straight-lineists since the reform, it is necessary to use audio-lingual and other modern technical means as much as possible;
- for effective language learning, the most careful selection of all language material to be memorized should be carried out.

Perhaps one of the most striking examples of the modern direct method can be the so-called French audio-visual method.

The basic principles of the audio-visual method are reduced to the following three provisions:

- the material is introduced and semantized with simultaneous auditory-visual perception. Given that each sounding phrase corresponds to a visual image of a certain situation, supporters of the audio-visual method use the image as the main element, which, in their opinion, is a segment of reality and should be voiced in a foreign language at the time of its consideration;

- the main educational material is dialogues, all other educational materials are auxiliary.

Emphasizing the importance of this provision, the French Methodists declare that the dialogue makes it possible "from the inside" to consider all the features of the people speaking the language being studied, to apply the expressions most characteristic of it, to study the language on the basis of natural situationality (the latter is also characteristic of the direct method of past periods, when the language was studied on the basis of artificially dramatized texts);

- the student must memorize the material by repeating the structures of the language, which should not be decomposed into their components, but trained "globally", i.e. entirely.

Benefits of the direct method are:

- learning a foreign language in a natural way;
- 80% of the lesson you speak a foreign language;
- start practicing right away;
- get rid of the language barrier in communication;
- actively use vocabulary;
- learn enough grammar to express yourself correctly;
- minimum homework;
- no cramming, there is multiple repetition and practice;
- correct pronunciation.

The direct method of teaching foreign languages is of considerable interest, although it is not free from shortcomings. Its main provisions can be used with certain reservations in domestic universities and foreign language courses.

## CONCLUSION

At first, the communicative method was rejected, but now it is again occupying a leading position along with the traditional grammar-translation method. Most teachers of modern

universities give preference for these two methods, and they are often used in complex.

The direct method in higher education is used extremely rare, partly due to the lack of true native speakers among teachers, and partly with the fact that the level of preparation of students after schools are too low. Audiovisual and audiolingual methods in pure form are not used at all, but many teachers of universities and institutes from time to time conduct classes based on such methods. This makes it possible to diversify the general educational program and interest students.

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